DOCUMENT RESUME

ED 451 628 EC 308 310

TITLE	ECS Program Unit Funding: A Handbook of ECS Operators, 2000-2001.
INSTITUTION	Alberta Dept. of Education, Edmonton. Special Education Branch.
ISSN	ISSN-1481-0476
PUB DATE	2000-00-00
NOTE	45p.; For the 1996-97 and third edition handbooks, see ED 407 783 and ED 392 226.
AVAILABLE FROM	Alberta Learning, Special Programs Branch, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada. Tel: 780-422-6326; Fax: 780-422-2039.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Early Childhood Education; *Educational Finance; Educational Policy; Expenditure per Student; Financial Support; Foreign Countries; *Inclusive Schools; Program Costs; Program Development; Records (Forms); School Districts; *Severe Disabilities; *State Aid
IDENTIFIERS	*Alberta

ABSTRACT

This handbook is written specifically for Early Childhood Services (ECS) operators in Alberta, Canada, applying for Program Unit Funding. It is also designed to enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers, special needs assistants, parents, and supporting agency personnel. ECS operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Program Unit Funding is provided in addition to basic instruction funding to offset the costs of providing educational services for children with severe disabilities. Sections of the handbook cover: (1) "Basic Requirements for Program Unit Funding"; (2) "Completion of Program Unit Funding Application Form"; (3) "ECS Transportation Funding"; (4) "Reporting of Actual Costs"; and (5) "Other ECS Funding," which addresses basic instruction funding, funding for children with mild or moderate disabilities, and Program Enhancement Projects. Sections provide an overview, presentation of principles, examples and specifics such as timelines and checklists, and considerations. Appendices include a checklist for development of local special needs policies and a special needs profile. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EC

ED 451 628

ECS
Program Unit Funding:

A Handbook
for ECS Operators
2000/2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Andrews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Alberta LEARNING

EC 308310

BEST COPY AVAILABLE

ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA

ECS program unit funding : a handbook for ECS operators.

ISSN: 1481–0476

1. Alberta Learning – 2000. 2. Education, Preschool – Alberta – Finance. 3. Education – Alberta – Finance. 4. Handicapped children – Alberta – Finance.
I. Title. II. Alberta. Alberta Learning. Special Programs Branch.

LB 2826.6 C2 A43 2000

ADDITIONAL COPIES OF THIS HANDBOOK ARE AVAILABLE FROM:

Alberta Learning
Special Programs Branch
10 Floor, East Devonian Building
11160 Jasper Avenue
Edmonton AB T5K 0L2
Telephone: (780) 422–6326 in Edmonton
or toll-free in Alberta by dialing 310-0000
Fax: (780) 422–2039

This document is intended for:

Teachers	✓
Administrators	✓

Copyright © 2000, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2. Permission is given by the copyright owner to reproduce this document for educational purposes and on a non-profit basis.

TABLE OF CONTENTS

Page

Program Unit Funding 1
- Overview 1
- ECS Context 1

Basic Requirements for Program Unit Funding 2
- Overview 2
- Approved Operator Status 2
- Local ECS Special Needs Policies 2
- Age of Child 2
- Severe Disabling Condition of Child 3
- Functioning Level of Child 3
- Application for Program Unit Funding 4

Completion of Program Unit Funding Application Form 5
- Declaration Page 5
- Definitions of Severe Disabling Conditions Page 6
- Details of Children in Program Unit(s) Page 6
- Program Unit Funding Budget Page 8
- Other Considerations 9

ECS Transportation Funding 10
- Regular ECS Transportation 10
- Special Transportation 10
- In-home Transportation 10
- Field Trips and Other Transportation 11

Reporting of Actual Costs 11

Other ECS Funding 11
- Basic Instruction Funding 11
- Funding for Children with Mild or Moderate Disabilities 11
- Program Enhancement Projects (PEP) 12

Appendices
- A. Checklist for Development of Local Special Needs Policies 13
- B. Special Needs Profile: Preliminary Screen 14
- C. References 15

PROGRAM UNIT FUNDING

Overview

Program Unit Funding is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities who require additional support beyond that offered in a regular ECS program. Funding is provided for individual programs that meet the educational needs of children with severe disabilities. Program Unit Funding is available for a maximum of 3 years for each eligible child who is at least 2 years 6 months of age on September 1 and less than 6 years of age on September 1.

To receive this funding, a child must be eligible according to the criteria described for at least one of the severe disabling conditions described in Section 2.5 of the *Funding Manual for School Authorities for the Year 2000/2001.* This funding is in addition to the Basic Instruction funding provided for every eligible ECS child if the child was registered as of September 30.

Payment of funding is based on approval of the Program Unit Funding Application form. An Individualized Program Plan (IPP) must be developed for each child and the child's parent(s)* must be involved in the development of the IPP. A budget for each program unit is required as part of the application and must be based on the program outlined in the child's IPP. The Program Unit Funding application should be submitted as early as possible in the school year. The deadline for applications is February 1. **Revisions will no longer be accepted**. Applications for children who are diagnosed or registered after February 1 will be accepted until May 1.

Any questions regarding Program Unit Funding should be directed to the Special Programs Branch of Alberta Learning at (780) 422–6326 in Edmonton or toll-free in Alberta by dialing 310–0000.

ECS Context

The principles which ECS operators use when working with a child are outlined in Alberta Learning's *Kindergarten Program Statement* (Revised September 2000).

In addition, as stated in the Early Childhood Services Policy 1.1.3, operators shall:

- accept and organize programming for all children with special needs who meet eligibility criteria and for whom programming is requested
- develop policy and procedures addressing the special needs component of the ECS Program consistent with Alberta Learning regulations
- consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child
- have on file an Individualized Program Plan (IPP) for each child with mild, moderate or severe disabilities.

***PLEASE NOTE** Throughout this handbook parent refers to parent(s) or guardian(s)*

BASIC REQUIREMENTS FOR PROGRAM UNIT FUNDING

Overview

Eligibility to receive funds for a child with a severe disability is based on the following:

- approved operator status
- local ECS special needs policies
- age of child
- severe disabling condition of child
- functioning level of child
- application for Program Unit Funding.

Approved Operator Status

Only those ECS operators meeting all terms and conditions for approved status are eligible to receive funds on behalf of children with special needs.

For information on seeking approved ECS operator status, please contact one of Alberta Learning's Field Services Office at (780) 427–2952 in Edmonton or (403) 297–6353 in Calgary; toll-free in Alberta by dialing 310–0000.

Local ECS Special Needs Policies

It is expected that ECS operators will develop ECS policies to provide programs for children with special needs. These policies should be consistent with those outlined in the Early Childhood Services Policy 1.1.3 included in the current Alberta Learning *Policy, Regulations and Forms Manual*. Such policies will include the monitoring and evaluation of Program Unit Funding programs.

See Appendix A, page 13 for information on developing local policies.

Age of Child

Program Unit Funding is available for children with severe disabilities starting at a minimum age of 2 years 6 months to a maximum age of less than 6 years on September 1. This funding is provided for a maximum of 3 years. The following table outlines the age of eligibility for funding for all types of ECS programs.

AGE OF ELIGIBILITY FOR FUNDING OF ECS CHILDREN	
Eligibility Type	**For funding of an ECS program, the minimum age of the child on September 1 of the program year must be:**
Child with a severe disability	2 years, 6 months
Child with a mild or moderate disability	3 years, 6 months
Regular program child	4 years, 6 months
Developmentally immature child	5 years, 6 months
Note: A child with a severe disability is eligible for 3 years of Program Unit Funding. Care should be taken to ensure that school entry into Grade 1 will follow the third year of Program Unit Funding. The minimum age for school entry may vary among school jurisdictions. ECS children who meet the age requirement listed above are eligible for ECS Basic Instruction funding, if registered on or before September 30.	

Severe Disabling Condition of Child

The ECS operator is required to make decisions regarding the severity of the disabling condition based on information and documentation from qualified specialists.
A listing of the eligible severe disabling conditions is included in Section 2.5 in the *Funding Manual for School Authorities for the Year 2000/2001.*

Functioning Level of Child

Although the ECS operator is required to make decisions regarding the severity of the disabling condition, **it is the extent to which the child can function in the ECS program that is most important in determining the child's program needs.** In the event of uncertainty, ECS operators may contact the Special Programs Branch for advice.

A child with a severe disability who can function in a group setting at no additional cost is not eligible for Program Unit Funding. Program Unit Funding is designed to assist the child who requires special supports and services that would not normally be available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time.

A variety of models should be explored before final program decisions are made. The following checklist may help ECS operators in determining an appropriate program.

Yes	No	
❑	❑	Is specialized or adaptive equipment necessary for the child?
❑	❑	Are special instructional materials required?
❑	❑	Is therapeutic support required?
❑	❑	Does the teacher or any other ECS staff member require special training?
❑	❑	Do the parents require training to help them work with their child?
❑	❑	Is special transportation necessary?
❑	❑	Are the child's needs such that direct one-on-one activities and/or individualized instruction within group activities will be necessary?

Operators may find a preliminary screen useful in determining whether or not a child qualifies for Program Unit Funding. Preliminary screens are optional and not a requirement for Program Unit Funding. An example of a *Special Needs Profile: Preliminary Screen* form is in Appendix B, page 14.

Application for Program Unit Funding

To receive Program Unit Funding, ECS operators must submit a completed Program Unit Funding application. Detailed information on completing the application follows on pages 5–9.

COMPLETION OF PROGRAM UNIT FUNDING APPLICATION FORM

The following information is provided to assist ECS operators in completing a Program Unit Funding application form.

Declaration Page

On the declaration page, the ECS operator declares that an Individualized Program Plan (IPP) has been developed and implemented for each child on the application according to the following criteria:

- Parent Involvement — Parents are an integral part of the planning and decision-making process. They must be involved in and informed of all aspects of their child's program. Specifically, they must be fully aware that an IPP is in place and that an application for Program Unit Funding is being submitted.

- Screening and Assessment — Written documentation provided by a qualified specialist is required and must identify the severe disabling condition of the child according to the criteria (see Section 2.5 in the *Funding Manual for School Authorities for the Year 2000/2001*). This documentation must be updated to reflect the current functioning level of the child to confirm that the child continues to qualify for funding. To expedite the claim, attaching a summary form containing diagnosis and test results or an actual assessment report may be useful.

- Development of IPP Program Goals — The ECS operator must develop measurable goals and objectives based on the screening and assessment results. These goals should be consistent with the six principles outlined in the revised *Kindergarten Program Statement* (Revised September 2000).

- Teacher-directed Program — It is essential that a certificated teacher be directly involved in all aspects of the child's program. The child's program activities should be integrated into the regular classroom as much as possible. Support from specialists and other appropriate personnel can assist in the delivery of the child's program.

- Consultative Assistance — Appropriate print resources and professional development opportunities, such as special education conferences, in-service activities and support groups should be made available to staff and parents.

- Direct Services — Each child should be provided with the direct services necessary to meet the child's program needs. Parents also may be included in these activities.
- Case Conferences — Regular discussions, in consultation with the parents, should be held to evaluate each child's program and decide where change is needed. Case conferences may include one-on-one discussions, small group meetings, extended group meetings or specialist meetings.
- Other Considerations — The contact person should be the person most familiar with the details of the application. Signatures of the superintendent/president and secretary-treasurer are required.

Definitions of Severe Disabling Conditions Page

See Section 2.5 in the *Funding Manual for School Authorities for the Year 2000/2001* for descriptions of the severe disabling conditions.

Details of Children in Program Unit(s) Page

- **Program Unit and Clustering**
  A program unit may contain one or more children. When a program unit contains more than one child, this is referred to as clustering. A **cluster** often involves a group of children sharing the same teacher assistant at the same time. Clustering allows for some sharing of services. ECS operators are encouraged to consider the clustering or grouping of children. For example, children may be physically grouped because they have similar disabling conditions and/or they are of a similar functioning level. Clustering is often effective for children with severe communication problems.

- **Centre-based Programs**
  Within centre-based ECS programs, the child receives instruction in a classroom setting at a centre or school. The number of centre program hours is the total amount of time in the school year that the child receives instructional programming based on IPP goals in the centre.

  When planning a centre-based program for a child, ECS operators should ensure the number of program hours does not exceed what is required for the child's developmental needs prior to age 6.
  - For funding purposes, a full-time program must provide 800 hours of instructional programming.
  - A 3- or 4-year-old child's educational needs may be adequately met in a 400-hour program.
  - An 800-hour program is an option that may be considered for a child in the kindergarten year prior to entering Grade 1.
  - Pre-approval should be obtained from Alberta Learning before planning a program with extensive hours and prior to submission of the PUF application.

- **In-home Programs**
  In this type of ECS program, the child receives direct instruction in a home-based setting by a teacher, child development specialist or teacher assistant under the supervision of a teacher. Each visit must be at least 1.5 hours in length and must include a parent. For funding purposes, a minimum of 4 instructional visits are required and a full-time in-home program must provide at least 36 home visits. In-home programs typically include more than 36 home visits.

- **Funding Ceiling**
  Since Program Unit Funding is intended to meet each child's individual needs, it provides for flexibility in programming. The figures in the chart below represent maximum ceilings only. Average provincial costs for Program Unit Funding are less than $13,000 per child.

FUNDING CEILING BASED ON A FULL-TIME PROGRAM (800 HOURS)	
Number of Children Enrolled in Program Unit	**2000/2001 Program Unit Rates**
1	$20,158
2	$25,158
3	$30,158
4	$35,158
5	$40,158
6	$45,158
each additional child	$ 5,000

A funding ceiling is calculated for each program unit. For program units that are less than full-time, the funding ceiling is pro-rated based on the number of hours, visits and months that the child is in the program. For example:

- The ceiling for a 500-hour program with one child is calculated as follows:
  $\frac{500}{800} \times \$20,158 = \$12,599$

- The ceiling for a 400-hour program with 9 home visits is calculated as follows:
  $\left(\frac{400}{800} + \frac{9}{36}\right) \times \$20,158 = \$15,119$

- The ceiling for a 6-month program, if the child is in a full program ending on June 30, is:
  $\frac{6}{10} \times \$20,158 = \$12,095$

- When a child leaves a program, the budget is pro-rated.

Program Unit Funding Budget Page

For descriptions of specific budget areas on the budget form, refer to the *Funding Manual for School Authorities*, Section 2.5.

Special Programs Branch staff approves the Program Unit Funding budget. The following are considered by Special Programs Branch staff and include points for ECS operators to consider prior to the submission of the budget for each Program Unit Funding application.

- Instruction — Salaries and Wages
  - ❑ Is there a relationship between the number of hours a child is served (e.g., 400-hour program) and the number of hours for a teacher assistant (e.g., 400 hours)?
  - ❑ Is there a relationship between the number of home visits (e.g., 20 hours of home visits) and number of hours for a teacher assistant (e.g., 20 hours)?

  The ECS teacher's salary is not usually included as part of the program unit cost because ECS Basic Instruction funding is provided to support the cost of hiring an approved ECS teacher.

- Instruction — Services Purchased
  - ❑ Are the services purchased clearly specified and reasonable in cost?
  - ❑ Has the ECS operator explored accessing services from other agencies?

- Transportation
  - ❑ Has the ECS operator accessed Alberta Learning's Transportation funding?
  - ❑ Is the operator claiming only those transportation costs that exceed the Transportation funding?
  - ❑ If the child's program started after September 30, has the operator claimed all transportation costs under Program Unit Funding?

- Capital Items
  - ❑ Are capital items appropriate and necessary for the child's needs and are they specified on the application?
  - ❑ Have capital costs been submitted (for the required prior approval) to the Special Programs Branch?
  - ❑ Is a required letter of recommendation from a specialist submitted with the Program Unit Funding application?

Other Considerations

- Program Unit Funding applications must be submitted before February 1 of the program year.
- ECS operators should plan and budget carefully as revisions will no longer be accepted.
- The final Program Unit Funding amount paid will be the lesser of the program unit ceiling, approved budget amount or the actual costs.
- Program Unit Funding is available for each eligible child with a severe disability for a maximum of 3 years. Partial years are considered part of the 3 years; for example a 2-month program 2000/2001 represents one year of funding.
- A maximum of 800 program hours, 36 in-home visits, or a combination of the two, per year will be funded.
- Applications for children who are diagnosed or registered after February 1 will be accepted until May 1.

Designated Special Education ECS Programs

- Where at least 70 per cent of the ECS children served have severe disabilities, the designated special education ECS programs may include all program costs in their Program Unit budget (except capital building costs and other fixed costs that would still be incurred if the program did not operate).
- Other revenues such as Basic Instruction and transportation funding will be applied to the program costs.

School Jurisdictions:

- Payments to school jurisdictions are distributed on a monthly basis at 8.33 per cent a month with the exception of January and August which are at 8.35 per cent.

Private ECS Operators

- For Private ECS Operators, the Program Unit Funding payment schedule is:
  - on receipt of budget (58.33 per cent advance)
  - in April (80 per cent less previous payment)
  - on approval of final costs (100 per cent less previous payments). Final payment of the approved budget is paid upon submission of the Audited Financial Statement and is the lesser of the total approved budget, actual expenditures and the approved ceiling.

ECS TRANSPORTATION FUNDING

Regular ECS Transportation

ECS Transportation Funding is provided for a child who can be transported by conventional means; i.e., school bus, public transit or a parent. For 2000/2001, regular ECS Transportation Funding is provided at $396 for each child. This funding is claimed on the ECS Transportation application form. For further details, refer to the *Funding Manual for School Authorities*, Section 2.7.

Special Transportation

Funding for transportation to and from school is provided for a child who requires special transportation; e.g., handi-bus, when, because of the severity of the child's disability or because of the child's age, the child can not ride regular rural or urban transportation. For 2000/2001, Special Transportation funding is provided at $11.00 for each round trip. This funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation submitted on the Program Unit Funding application. Program Unit Funding covers transportation costs that exceed the Special Transportation Funding.

Note: Special Transportation funding is not available for children whose programs start after September 30. Children who are identified as eligible for Program Unit Funding after September 30 may have their transportation costs claimed as an expense under Program Unit Funding. For further details on Special Transportation funding, refer to the *Funding Manual for School Authorities*, Section 2.6.

In-home Transportation

Transportation funding is provided for each scheduled visit that is made by a teacher, a child development specialist or a teacher assistant to the home of a child enrolled in an ECS in-home program.

- For 2000/2001 in-home Transportation funding is paid for a maximum of 36 visits at $11.00 for each round trip.
- The amount of $11.00 can be claimed for each round trip, regardless of the actual cost of the trip. For example, a round trip in-home visit may cost only $2.00 but the ECS operator will claim the full amount of $11.00 for each in-home visit to a maximum of 36 in-home visits.
- Local policies will determine the transportation rate that will be provided to the in-home service provider, keeping in mind that even if the service provider has more than 36 in-home visits, the maximum amount the ECS Operator can claim is $396 (36 in-home visits x $11.00).
- Funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation on the Program Unit Funding application. Program Unit Funding covers transportation costs that exceed the in-home Transportation funding.

Note: Special Transportation funding is not available for children whose programs start after September 30. Special Transportation expenses for these children may be claimed as a Program Unit Funding cost. For further details, refer to the *Funding Manual for School Authorities*, Section 2.6.

Field Trips and Other Transportation

Transportation costs incurred for field trips or other activities can be claimed as part of transportation costs under Program Unit Funding. Field trips claimed must be those trips provided in addition to field trips for the regular ECS class. In-program transportation costs must be specified. In-program transportation includes transportation of the **child** from one program to another program or agency as part of the child's IPP.

REPORTING OF ACTUAL COSTS

At the end of the school year, ECS operators shall report total actual Program Unit Funding expenditures for all program units in the following manner.

- Private ECS operators shall report on Schedule 3 of the Audited Financial Statements.
- School jurisdictions shall report on the ECS Program Unit Funding Summary of Actual Expenditures form provided in the *Funding Manual for School Authorities*, Section 2.5.

OTHER ECS FUNDING

Basic Instruction Funding

Basic Instruction funding is paid on behalf of all eligible ECS children in approved ECS programs to support day-to-day operating costs which include the provision of a qualified teacher, an approved facility, appropriate equipment and materials, and an administrative support structure. For 2000/2001, funding is provided at $2048 for each child. For additional information, refer to the *Funding Manual for School Authorities*, Section 2.1.

Funding for Children with Mild or Moderate Disabilities

Funding for children with mild or moderate disabilities is provided in addition to the Basic Instruction funding for identified children who are between 3 years 6 months and 6 years of age prior to September 1 to meet the education requirements of children with special needs. To receive this funding a child must be properly identified to Alberta Learning's Education Information Exchange as having a mild or moderate disability (exceptional code 30). An IPP is required for each child. For 2000/2001, funding of $2000 is provided for each eligible child. Please refer to Part 2 of the *Funding Manual for School Authorities 2000/2001* for additional information on funding for children with mild or moderate disabilities.

Program Enhancement Projects (PEP)

Funding is provided to ECS operators for special programs and services to meet the learning requirements of children who are economically or socially disadvantaged.

For 2000/2001, funding is provided at $170 per child (for 15 per cent of total enrolment) or at a maximum of $21,000 per approved project.

For additional information, refer to the *Funding Manual for School Authorities*, Section 2.4.

Local Special Needs policy refers to your ECS program/jurisdiction procedures.

Addressing the following statements may result in the development of a number of policies and procedures.

- ❑ We inform the community that ECS has a high priority for serving children with disabilities.
- ❑ We demonstrate our commitment to this priority by reserving space for children with special needs in our class enrolment.
- ❑ We have procedures identified to screen/assess children with mild or moderate disabilities.
- ❑ We have procedures identified to refer children with severe disabilities for professional assessment/diagnosis.
- ❑ We have developed a timeline for tasks related to our special education policies and procedures.
- ❑ We have policies and procedures to reflect mandatory and discretionary criteria related to accessing Program Unit Funding; e.g., Individualized Program Plans.
- ❑ We have policies and procedures to determine the responsibilities for decision-making related to our special needs component; e.g., hiring of a teacher's assistant, transportation, professional development for parents/teachers/teacher's assistants.
- ❑ We have policies and procedures for providing the following supports and services for children with special needs:
  - — confidentiality
  - — storage of records
  - — transference of records
  - — financial record-keeping
  - — purchasing equipment for children with special needs
  - — hiring assistants for children with special needs
  - — arranging transportation for children with special needs
  - — handling medication
  - — providing parent support; e.g., fees, workshop subsidies, parent advocacy groups
  - — consideration of program planning for children with special needs
  - — other: _____.

APPENDIX B
SPECIAL NEEDS PROFILE: PRELIMINARY SCREEN

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding and may be used as a preliminary step to completing a Program Unit Funding application.

CHECKLIST

- ❑ 1. What is the name of the child?
- ❑ 2. What are the name(s) of the parent(s)?
- ❑ 3. What is the child's date of birth?
- ❑ 4. What is the nature of the disability?
- ❑ 5. Is this a first-time or renewal application?
- ❑ 6. Are special therapies involved?
- ❑ 7. Has the child received a recent assessment? By whom?
- ❑ 8. Are assessment documents on file?
- ❑ 9. What is the proposed placement?
- ❑ 10. Who recommended the placement?
- ❑ 11. Was the placement recommendation the result of a case conference or the result of ongoing program planning?
- ❑ 12. Are parents in full agreement with proposed placement?
- ❑ 13. Is an updated Individualized Program Plan (IPP) available? Who provided it?
- ❑ 14. Are there any special considerations? Will a rehabilitation aide be required? Are there time factors or training needs? Are equipment/materials required?
- ❑ 15. Who has been appointed this child's Case Coordinator?
  Case Coordinator: _____
  Phone #: _____
  ECS Operator: _____

INFORMATION

1. Child's Name: _____
2. Parents: _____
3. Date Of Birth: _____
4. Disability: _____
5. ❍ First-time ❍ Renewal
6. Therapies: ❍ Speech ❍ O.T.
   ❍ P.T. ❍ Other: _____
7. Most Recent Assessment Date: _____
   By Whom: _____
8. Documents: ❍ On File ❍ Pending
   ❍ Update Needed ❍ Has parental permission to access documents
9. Placement: ❍ Home ❍ ECS Centre
   ❍ Other*: _____
   (*contract necessary)
10. Recommended By: _____
11. ❍ Case Conference Date: _____
    ❍ Ongoing Plans With: _____
12. Parents: ❍ Yes
    ❍ Need To Be Convinced
    ❍ Not Yet Informed
13. Suggested Program Provided By:
    _____
14. Special Considerations:
    ❍ Rehabilitation Aide: _____
    ❍ Training Needs: _____
    ❍ Equipment/Materials: _____

Alberta Education (1991). *Advisory Manual on Early Childhood Services for Incorporating Non-Profit Society or Private School.* Edmonton, AB: Alberta Learning.

Available for downloading from http://ednet.edc.gov.ab.ca.

Available for purchase from the Learning Resources Distributing Centre (http://www.lrdc.edc.gov.ab.ca/).
Telephone: (780) 427–5775 in Edmonton or toll-free in Alberta by dialing 310–0000;
Fax: (780) 422–9750.

Alberta Learning (2000). *Funding Manual for School Authorities in the 2000/2001 School Year.* Edmonton, AB: Alberta Learning.

Available for downloading from http://ednet.edc.gov.ab.ca

Available for purchase from the Learning Resources Distributing Centre (http://www.lrdc.edc.gov.ab.ca/).
Telephone: (780) 427–5775 in Edmonton or toll-free in Alberta by dialing 310–0000;
Fax: (780) 422–9750.

Alberta Learning (Revised September 2000). *Kindergarten Program Statement.* Edmonton, AB: Alberta Learning.

Available for downloading from http://ednet.edc.gov.ab.ca

Available from the Alberta Learning Curriculum Standards Branch.
Telephone: (780) 422–0628 in Edmonton or toll-free in Alberta by dialing 310–0000;
Fax: (780) 422–3745.

Alberta Learning. *Policy, Regulations and Forms Manual.* Edmonton, AB: Alberta Learning.

Available for downloading from http://ednet.edc.gov.ab.ca

Available for purchase from the Learning Resources Distributing Centre (http://www.lrdc.edc.gov.ab.ca/).
Telephone: (780) 427–5775 in Edmonton or toll-free in Alberta by dialing 310–0000;
Fax: (780) 422–9750.

Province of Alberta School Act (May 19, 1999 – Consolidated July 2, 1999). Edmonton, AB: Queen's Printer..

Available for purchase from the Queen's Printer Bookstore.

Edmonton:Telephone: (780) 427–4952; Fax: (780) 452–0668

Calgary:Telephone: (403) 297–6251; Fax: (403) 297–8450 or toll-free in Alberta by dialing 310–0000.

Example

Alberta
LEARNING

2000-2001 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding For School Authorities for instruction and information on the completion of this application. Submit one copy of this application for each school/centre to **School Finance**.

Name of School Jurisdiction/Private School/Society: XYZ Early Childhood Services

Name of School/Centre: XYZ Early Childhood Centre

Address: Anytown, Alberta **Postal Code:** T0M 0T0

Contact Person: Joyce Day **Telephone No:** 666-5555

Fax No: _____ **E-Mail Address:** JDay@hotmail.ab.ca

Number of Program Unit children: 1 **Budget Amount:** $11,248

Have any of these Program Unit children been with a previous operator: ☑ YES ☐ NO

Has Basic Instruction funding been claimed for these children: ☐ YES ☑ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Learning staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements.

Bob Smith _____
(School Jurisdiction Superintendent or President of Society/Private School) **(Date)**

I certify that to the best of my information and belief, the information provided on this application is correct.

D. Jones _____
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

___ PUTS - Name
___ EXCEL - req. $

___ CALCULATIONS
___ EXCEL - app. $
___ PUTS - budgets
___ SAFRS - Date: _____

SPECIAL PROGRAMS BRANCH:

Date Approved: _____

APPROVED BY: _____ **Amount Approved:** _____
(Signature of Performance Certifier)

_____
(Signature of Expenditure Officer)

RETURN TO: SCHOOL FINANCE BEFORE FEBRUARY 1

Example

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number of Centre Program Hours	In-Home Programs # of Visits	# of Hours
		FIRST PROGRAM UNIT IN THIS CENTRE																
1.		Joshua Jones	5	95	01	13	XYZ Early C	R	44	2000	09	18	2001	06	30	600	9	18
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new for a application.

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/BehavioralDisability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.
For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

Example

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)** _____

INSTRUCTION	**PROGRAM COSTS**
Salaries and Wages (# of hours 618 x $11.50 rate per hour)	$ 7,107
Employer's Portion of Fringe Benefits	$ 455
Services Purchased (Please specify service with # of hours and rate per hour)	
OT 35 hours x $35 per hour	$ 1 225
Supplies and Materials (Please attach a list if > $500 per child)	$ 200
PARENT INSERVICE – please specify _____	$
STAFF INSERVICE – please specify _____	$ 300

TRANSPORTATION COSTS:

• Transportation: to and from school	# trips 150 x $ 11.00	1650
• In-Home Programs	# visits 9 x $ 15.00	135
• Other: - Field Trips		
• In-Program Transportation		300
Total Transportation Costs		2210 (A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions.)

• Special Transportation	# trips 150 x $11.00	1650
• In-Home Transportation	# visits 9 x $11.00	99
Total Transportation Revenues		1749 (B)

NET Transportation Costs: (Costs (A) less Revenues (B), if difference is negative enter 0) = $ 461

SUB-TOTAL $ 9748

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment

Please Specify: Adaptive Computer (letter attached) $ 1500

Note: Please attach; to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL $ 11,248

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

Alberta
LEARNING

2000-2001 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding For School Authorities for instruction and information on the completion of this application. Submit one copy of this application for each school/centre to **School Finance**.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ **Postal Code:** _____

Contact Person: _____ **Telephone No:** _____

Fax No: _____ **E-Mail Address:** _____

Number of Program Unit children: _____ **Budget Amount:** $ _____

Have any of these Program Unit children been with a previous operator: ☐ YES ☐ NO

Has Basic Instruction funding been claimed for these children: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Learning staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements.

_____ _____
(School Jurisdiction Superintendent or President of Society/Private School) **(Date)**

I certify that to the best of my information and belief, the information provided on this application is correct.

_____ _____
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

___ **PUTS - Name**
___ **EXCEL - req. $**
___
___ **CALCULATIONS**
___ **EXCEL - app. $**
___ **PUTS - budgets**
___ **SAFRS - Date:** _____

SPECIAL PROGRAMS BRANCH:

Date Approved: _____

APPROVED BY: _____ **Amount Approved:** _____
(Signature of Performance Certifier)

_____
(Signature of Expenditure Officer)

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Mental Disability (Code 41)

A child with a severe mental disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments.
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale,Vineland Adaptive Behaviour Scales)

Severe Emotional/Behavioural Disability (Code 42)

A child with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children.
- has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
- displays self-stimulation,-self-abuse or aphasic behaviour

or

- is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as severe conduct disorder. In the most extreme and pervasive instances severe oppositional defiance disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, clinical psychologist, chartered psychologist or a developmental pediatrician (for ECS) is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behaviour disability is required but not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

Note: Children diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

Severe Multiple Disability (Code 43)

A child with multiple disabilities is one who:

- has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the child functioning at a severe to profound level; and
- requires special programs, resources and/or therapeutic services

Children with a severe disability with a second disabling condition should be identified under the category of the primary severe disability.

A child with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities

Severe Physical or Medical Disability - including Autism (Code 44)

A child with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment)
- requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to evidence difficulties in three broad areas:

- social interaction
- communication
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including alcohol-related neurodevelopmental disorder is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the child with FAS/FAE. Children with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

Deafness (Code 45)

A child with a profound hearing loss is one who:

- has a hearing loss of 71 dB (decibels) or more unaided in the better ear over the normal speech range (500 and 4000 Hz) which interferes with the use of oral language as the primary form of communication
  or
- has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years. If a child has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

Blindness (Code 46)

A child with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees
- has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Communication Disability - For ECS children only (Code 47)

A **child** with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This may include little if any, expressive or receptive communication skills. In order to qualify for severe communication disability funding, the assessment results must be less than or equal to the first percentile. One subset score alone, such as sentence structure or word structure, at or below the first percentile does not qualify as a severe communication disability for funding purposes.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for children in grades 1 to 12.

A severe phonological delay does not necessarily qualify as a severe communication disability; A a current speech language assessment report must be submitted with the Program Unit application. The speech language report should include a conclusion or summary statement, which clearly indicates the level of communication disability (i.e., mild, moderate, or severe, or profound). Recommended assessment instruments would be phonological, such as the Hodson, rather than articulation tests. Documentation which clarifies the level of intelligibility and the impact of the speech language disorder on the child's ability to function in an education environment, should also be included.

To facilitate communication skills, **children** in this category may benefit from small group work or clustering with same age peers, and a 400 hour program may be sufficient.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number of Centre Program Hours	In-Home Programs # of Visits	# of Hours
		FIRST PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new for a application.

27

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/BehavioralDisability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.
For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

28

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)** _____

INSTRUCTION **PROGRAM COSTS**

Salaries and Wages (# of hours_____X_____rate per hour) $_____

Employer's Portion of Fringe Benefits $_____

Services Purchased (Please specify service with # of hours and rate per hour)

_____

_____ $_____

_____

Supplies and Materials (Please attach a list if > $500 per child) $_____

PARENT INSERVICE – please specify _____ $_____

STAFF INSERVICE – please specify _____ $_____

TRANSPORTATION COSTS:

- Transportation: to and from school # trips_____X $_____ _____
- In-Home Programs # visits_____X $_____ _____
- Other: - Field Trips _____
- In-Program Transportation _____

Total Transportation Costs _____ **(A)**

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions.)

- Special Transportation # trips_____X $11.00 _____
- In-Home Transportation # visits_____X $11.00 _____

Total Transportation Revenues _____ **(B)**

NET Transportation Costs: (Costs (A) less Revenues (B), if difference is negative enter 0) = $_____

SUB-TOTAL $

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment

Please Specify: _____ $_____

Note: Please attach, to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL $_____

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

87ED 02.05A **RETURN TO: SCHOOL FINANCE BEFORE FEBRUARY 1**

ONLY FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)

TOTAL ECS PROGRAM BUDGET

	ECS PROGRAM COSTS
INSTRUCTION	
Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs)	$_____
Employer's Portion of Fringe Benefits	$_____
Services Purchased (Please attach breakdown of type of service and cost)	$_____
Supplies and Materials (Please attach a list if > $500 per child)	$_____
PARENT INSERVICE	$_____
STAFF INSERVICE	$_____
TRANSPORTATION COSTS:	
• Transportation: to and from school # trips_____ X $_____	_____
• In-Home Programs # visits_____ X $_____	_____
• Other: - Field Trips	_____
In-Program Transportation	_____
Total Transportation Costs	_____ (A)
LESS: TRANSPORTATION REVENUES	
Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions)	
• Special Transportation # trips_____ X $11.00	_____
• In-Home Transportation # visits_____ X $11.00	_____
Total Transportation Revenues	_____ (B)
NET Transportation Costs: (Costs (A)less Revenue (B) if difference is negative, enter $0) =	$_____
FACILITY COSTS	
(Please attach a list of costs) _____	$_____
SUB-TOTAL	$_____
SERVICE COORDINATION	$_____
CONTRIBUTION TO CAPITAL FUND	
Furniture and Equipment -	
(Please attach a list of costs)_____	$_____
TOTAL ECS PROGRAM COSTS	$_____
LESS: APPLICABLE REVENUES	
AB. Learning Basic Instruction $_____	
AB. Learning Other(not including PUF) $_____	
Other Revenues $_____	
TOTAL REVENUES	$(_____)
NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING (total costs minus total revenues)	$_____

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

PURPOSE

Funding for **children with severe disabilities** enables **Early Childhood Services (ECS) operators** to provide individual programs that meet the educational requirements of **children** with severe disabilities.

CONDITIONS

1. REVISED Program unit funding may be paid to an **ECS operator** for each eligible **child with a severe disability** for a maximum of three years. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, or the actual cost.

2. To be eligible for funding, children must be at least 2 years 6 months of age and no older than 6 years of age on September 1.

3. A **child** receiving program unit funding should not be included in the count for special needs funding for the mild or moderately disabled.

4. An eligible **child** can be claimed by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not claimed by another **ECS operator**.

5. REVISED Eligibility for program unit funding will be based on <u>all</u> of the following:

   a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   b) documentation/assessments of the child's current level of functioning in the learning environment;
   c) a current Individualized Program Plan (IPP) which addresses the child's diagnosed needs; and
   d) the levels of support and services being provided to the child.

   After receipt of the PUF application, Alberta Learning will request assessment information to support the eligibility of the children. To expedite the approval process, this documentation may be submitted with the application. This information may include actual reports, summary information, or a format agreed upon with Alberta Learning. When an ECS operator is uncertain of a child's eligibility, the operator is encouraged to discuss the issues of the child's eligibility with Alberta Learning prior to making an application.

CONDITIONS (Contd.)

ECS operators will use the following categories/codes and related definitions/criteria to determine how best to classify a child's disabling condition for program unit funding eligibility purposes:

➨ **SEVERE MENTAL DISABILITY (Code 41)**

A child with a severe mental disability is one who:

a) has severe delays in all or most areas of development;
b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and/or
e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale,Vineland Adaptive Behaviour Scales).

➨ **SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)**

REVISED

A child with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children;
b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression;
c) displays self-stimulation, self-abusive or aphasic behaviour;

or

d) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure the child has access to appropriate mental health and therapeutic services.

CONDITIONS (Contd.)

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

Note: Children diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

➨ **SEVERE MULTIPLE DISABILITY (Code 43)**

REVISED

A child with multiple disabilities is one who:

a) has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination, result in the child functioning at a severe to profound level; and
b) requires special programs, resources and/or therapeutic services.

REVISED

Children with a severe disability *coupled by* a second disabling condition whether designated or not should be identified under the category of the primary severe disability. For example,

- A child with a severe *mental* disability and another associated disability is not designated under this category, but is designated under severe mental disability.

- A child with a severe *emotional/behavioural* disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities

CONDITIONS (Contd.)

➡ **SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)**

REVISED

A child with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, a specific neurological disorder or a medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment); or
b) requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to demonstrate difficulties in three broad areas:

a) social interaction,
b) communication, and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND) is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with FAS/FAE. Children with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration - resulting in the need for extensive intervention and support.

➨ DEAFNESS (Code 45)

REVISED

A child with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication;

or

b) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear;
c) requires extensive modifications and specialized educational supports; and/or
d) has a diagnosis by a clinical or educational audiologist.

[New approvals require an audiogram within the past 3 years. If a child has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.]

➨ BLINDNESS (Code 46)

A child with severe visual impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means;
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision angle of 20 degrees or less; and/or
- has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning - documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

CONDITIONS (Contd.)

➡ **SEVERE COMMUNICATION DISABILITY (Code 47)** - For ECS **children** only.

REVISED

A **child** with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This may include little, if any, expressive or receptive communication skills. In order to qualify for severe communication disability funding, the assessment results must be less than or equal to the first percentile. One subset score alone, such as sentence structure or word structure at or below the first percentile, does not qualify as a severe communication disability for funding purposes.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for children in grades 1 to 12.

REVISED

A severe phonological delay does not necessarily qualify as a severe communication disability. A current speech language assessment report must be submitted with the Program Unit application. The speech language report should include a conclusion or summary statement, which clearly indicates the level of communication disability (i.e., mild, moderate, severe, or profound). Recommended assessment instruments would be phonological, such as the Hodson, rather than articulation tests. Documentation which clarifies the level of intelligibility and the impact of the speech language disorder on the child's ability to function in an education environment should also be included.

Eligibility for funding under this category will need to be established each year.

To facilitate communication skills, **children** in this category may benefit from small group work or clustering with peers of the same age, and a 400 hour program may be sufficient.

REQUIREMENTS

1. The following information pertaining to **children** receiving program unit funding (PUF) must be kept on file by **ECS operators** and made available to the Special Programs Branch on request:

   a) An **Individualized Program Plan (IPP)** for each **child**;

   b) Formal assessment documentation to support the severity of each **child's** special need (a current assessment report must be included with the Program Unit Application);

   c) Informal assessment documentation reflecting current performance levels; and

   d) Current budget information.

2. Payment of program unit funding is based on the approval of a "Program Unit Application form" (Form 87ED02.05A). As part of the application, an individual budget must be submitted for each program unit listed on the application. The ECS operator should be prepared to provide current assessment information to support the PUF application. The completed application, with original signatures, must be submitted to School Finance.

REVISED

3. The deadline for applications is February 1. **ECS operators** should plan and budget carefully for the school year as revisions will no longer be accepted. However, compassionate exceptions to this rule may be discussed with Alberta Learning personnel. Applications for **children** who are diagnosed or registered after February 1 will be accepted until May 1.

REVISED

4. When a **child** leaves a program before the end date specified, a letter of notification must be submitted to the Special Education Branch outlining the following information:

   a) The **child's** program start date and end date; and

   b) An estimated cost of the **child's** program up to the time of departure. The original approved budget total and ceiling will then be reduced.

      Note: The cost estimate will be subject to a pro-rated ceiling calculation (See Consideration #9)

5. When a **child** with a severe disability moves from one **ECS operator** to another, a new program unit application based on the previous **IPP** must be submitted by the second operator prior to May 1 of the program year.

REQUIREMENTS (Contd.)

6. At the end of the school year, each **ECS operator** shall report actual expenditures applicable to all program units offered by the **ECS operator**. The expenditures for all program units should be reported on one statement.

   - All **private ECS operators** must report actual expenditures in the schedule pertaining to **Early Childhood Services** Program Unit Expenditures in the Audited Financial Statements. Operators of **designated special education ECS programs** that provide a program which serves primarily **children** with severe disabilities must also complete this schedule.

   - REVISED **School jurisdictions** must report actual expenditures on Form 87ED02.05B, "ECS Summary of Actual Expenditures". A separate ECS Summary of Actual Expenditures must be completed for each approved Designated Special Education ECS program. The completed form must be returned to School Finance by September 22.

CONSIDERATIONS

1. REVISED To be eligible for minimum program unit funding, an operator must provide either a minimum of forty hours of program activities for a **child** in a program unit or at least eight in-home visits to each **child** in an **in-home program** during the school year, or the equivalent combination of hours and visits. If the combination of hours and visits is used, the **in-home program** must include a minimum of four visits in order to be included in the ceiling calculation (see example of ceiling calculation on page 9). An in-home visit should include the **parent**/guardian and be at least 1.5 hours in length.

2. REVISED For funding purposes, a full-time program must provide either 800 hours of instructional programming for a **child** in a program unit or a minimum of thirty-six in-home visits to each **child** in an **in-home program** during the school year, or the equivalent combination of hours and visits.

3. REVISED 800 hours is the maximum number of hours that will be funded for ECS **children** receiving program unit funding. This maximum represents twice as many hours as a regular ECS program. Summer programs are not eligible for program unit funding and should not be included as part of the 800 hour maximum. Any programming beyond 800 hours will not be funded under Program Unit Funding.

4. A **child with a severe disability** who:

   a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which s/he is counted;

   b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and

CONSIDERATIONS (Cont.)

c) has not spent 3 years or any portion of a year in an **Early Childhood Services Program**,

may be eligible for program unit funding if, in the opinion of the **school jurisdiction, parent** and **Early Childhood Services operator,** the **Early Childhood Services Program** is appropriate for the **child**.

5. NEW The primary purpose of an in-home program is to involve parents and/or caregivers (with the educational team) in the development and delivery of a comprehensive educational program for the child. An in-home visit should involve the parent/guardian as much as possible and be at least 1.5 hours in length. The number, setting, and structure of home visits must be determined in consultation with the parents prior to the implementation of the program. Some visits to alternative caregivers can be included as a portion of the home program with the parent's agreement. Summary reports of visits to alternative caregivers must be shared with the parent in either written or verbal form.

6. The calculation of the ceiling amount for a single program unit is determined as follows using examples of a centre-based program, an **in-home program** and a program based on a combination of centre hours and in-home visits:

Calculation of the ceiling for a centre-based program of 500 hours	Calculation of the ceiling for an in-home based program of 10 in-home visits	Calculation of the ceiling for a combined program based on 500 centre hours and 10 in-home visits
Based on a program unit of one child		
REVISED 500 hrs x $20,158 800 hrs = $12,598.75	10 visits x $20,158 36 visits = $5,583.77	500 + 10 X $20,158 800 36 = $18,182.52

7. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than $13,000 per child.

8. Where appropriate, consideration should be given to clustering or grouping of **children** with similar special needs into a program unit. This is an educationally sound practice, especially for children with communication needs.

CONSIDERATIONS (Cont.)

9. For a program unit with more than one **child**, the ceiling is calculated as follows:
   - Choose the **child** with the highest combination of hours and/or home visits. Calculate the ceiling for this **child** as follows:

REVISED

$$\left[\frac{\text{\# hours}}{800} + \frac{\text{\# visits}}{36} \times \$20{,}158 \right]$$

   - To this amount, add, for each additional **child** in the program unit as follows:

REVISED

$$\left[\frac{\text{\# hours}}{800} + \frac{\text{\# visits}}{36} \times \$5{,}000 \right]$$

Example

For a program unit (cluster) of three **children**, where:
- **child** #1 has 500 hours and 10 home visits
- **child** #2 has 400 hours, no home visits
- **child** #3 has 600 hours and 4 home visits

The ceiling is then calculated as follows:

REVISED

$$\left[\frac{500}{800} + \frac{10}{36} \right] \times \$\,20{,}158 = \$18{,}198.19$$

$$+ \left[\frac{400}{800} \right] \times \$5{,}000 = \$2{,}500.00$$

$$+ \left[\frac{600}{800} + \frac{4}{36} \right] \times \$\,5{,}000 = \$4{,}305.56$$

$$= \text{Total ceiling for the unit} \qquad \$25{,}003.75$$

10. Funding ceilings will be pro-rated based on the number of months of the program. This pro-ration may occur when a **child** starts a program later in the year or when a **child** leaves the program earlier than planned. For example, the ceiling amount for a **child** in a four month program would be calculated as follows:

REVISED

Ceiling calculation for a 4 month program in a 10 month program year
$20,158 X 4/10 = $8,063.20

CONSIDERATIONS (Cont.)

11. For **ECS operators** who are providing a program for a **child** with a severe disability in the regular ECS classroom:

    The basic instruction funding, Part 2, Section 1, is paid on behalf of all **children** in an **Early Childhood Services Program**. Basic Instruction funding is available for **children** with a severe disability who are as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child** with a severe disability was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the basic instruction funding supports these costs.

12. Program Unit funding is supplemental to the Basic Instruction funding. It is intended to cover the additional educational program costs required to meet the **child's** severe special needs.

    When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following guidelines specify the costs which may be included for program unit funding.

    a) Instruction

        (i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **child(ren)** in the unit. Teacher assistant hours should not exceed the **child's** program hours by more than ten (10) per cent. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

        (ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education, psychological and other services, and assessment costs for part or all of the program which is not provided free by public service agencies. Costs should be reasonable. All options regarding service delivery should be considered.

REVISED

Costs for special education administration and co-ordination may not be claimed in this category. These costs are considered administrative and are more appropriately covered by the administration category or by basic instruction funding.

Rental of personalized equipment and specialized furniture which is not available free or subsidized by another source such as Alberta Aids for Daily Living.

CONSIDERATIONS (Cont.)

(iii) Supplies and materials - instructional supplies and materials which are particular to the **child's** program, and are in addition to supplies purchased with basic instruction funding. Costs in this area are usually in the $200 - $500 range per child. For costs over this range, please attach a list of supplies to the application. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

b) Parent In-service - costs for **parents** who attend in-province workshops, seminars, in-service and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development. Costs in this category are usually in the $100 - $400 range per child.

REVISED

c) Teacher In-service - costs for teachers and teacher assistants who attend in-province workshops, in-service, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance. Costs in this category are usually in the $200 - $500 range per child.

REVISED

d) Special Needs Transportation - program unit funding in this area is intended to cover the costs for transporting an **ECS child** with severe special needs not provided for in ECS Special Needs Transportation (Funding Manual section 2.6). Special Needs Transportation costs may include:

i) Transportation to and from school: Transportation funding for these costs may be claimed under section 2.6 for a child who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **child's** age, the **child** cannot ride regular, rural or urban transportation. Transportation costs in excess of the funding paid under section 2.6 may be claimed as transportation costs under program unit funding;

ii) In-Home Programs: Transportation funding for these costs may be claimed under section 2.6 for each scheduled visit made by a teacher, a child development specialist or a teacher assistant to the home of a **child** enrolled in an ECS in-home program. Transportation costs in excess of the funding paid under section 2.6 may be claimed as transportation costs under program unit funding;

iii) Other - Field Trips: Transportation costs for this area may be claimed as transportation costs under program unit funding. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and

CONSIDERATIONS (Contd.)

•iv) In-Program: Transportation costs for this area may be claimed as transportation costs under program unit funding. In-program transportation costs must be specified and must be for transportation of the **child** from one program to another program or agency as part of the child's Individualized Program Plan (IPP).

Therefore, transportation funding provided under program unit funding is determined by subtracting the ECS Special Needs Transportation funding from the Total Special Needs Transportation costs.

REVISED e) Operation and Maintenance

Funding for this area is now provided under Section 2.10 – Plant Operation and Maintenance funding.

REVISED f) Administration

Funding for this area is now provided under Section 2.9 – Administration funding.

g) Contribution to Capital Fund - expenditures for specialized furniture and equipment required to meet the special needs of the **child**, which are not available free or subsidized by another source.

i) Prior approval by the Special Education Branch is required for all capital expenditures.

ii) Expenditures should not exceed 10 per cent of the budget total.

REVISED iii) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment.

iv) A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**.

v) Renovations to a building to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. **School jurisdictions** receive funding for renovations through the Building Quality Restoration Program (BQRP).

vi) Administrative capital purchases can not be claimed under this category. These should be claimed under Administration.

CONSIDERATIONS (Cont.)

13. For **ECS operators** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:

    a) **Children** who require **child** care are not eligible to have their day care fees paid under the program unit funding; and

    b) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the Individualized Program Plan for the **child**, the fees only for the education component portion of the day may be claimed from program unit funding. The education component should reflect a typical education schedule.

14. For **designated special education ECS programs** which primarily serve **children** with severe disabilities, the following considerations also apply:

    a) Prior approval is required to qualify for this status. Applications for approval should be submitted to the Special Programs Branch; REVISED

    b) Operators who qualify for this status may claim all education program costs except capital building costs; REVISED

    d) A budget based on the total education program costs must be submitted on the special program unit funding application available from the Special Programs Branch for operators with this status; REVISED

    e) Facility costs: This would include costs such as facility rent, and maintenance of capital equipment owned by the operator and used in the delivery of the child's specialized program. NOTE: Facility maintenance and utility costs are now funded under Section 2.10. NEW

    f) Service Coordination: For service coordination costs not covered by funding provided under Section 2.9 (6%), additional funding is provided here for specialized programs. NEW

    g) Capital equipment must meet the specific needs of a **child** or a group of **children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category; and

    h) Alberta Learning will apply any related revenues to the total program costs (such as basic instruction funding, mild/moderate funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply. REVISED

CONSIDERATIONS (Cont.)

15. For additional information on providing programs for **children** eligible for Program Unit funding please refer to *ECS Program Unit Funding: A Handbook for ECS Operators* available from the Special Programs Branch.

16. **ECS operators** may appeal program unit funding decisions to the Deputy Minister by contacting the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators